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Hon. Thomas L. Wells

Curriculum Ideas for Teachers

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This document contains concepts and ten sample strategies developed to assist the teacher in attaining the following objectives, as stated in *The Formative Years*:

- to develop self-respect, respect for the rights of others, and respect for the rule of law;
- to develop an awareness of law.

From Values to Laws

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Sample Lessons: Strategies and Methods

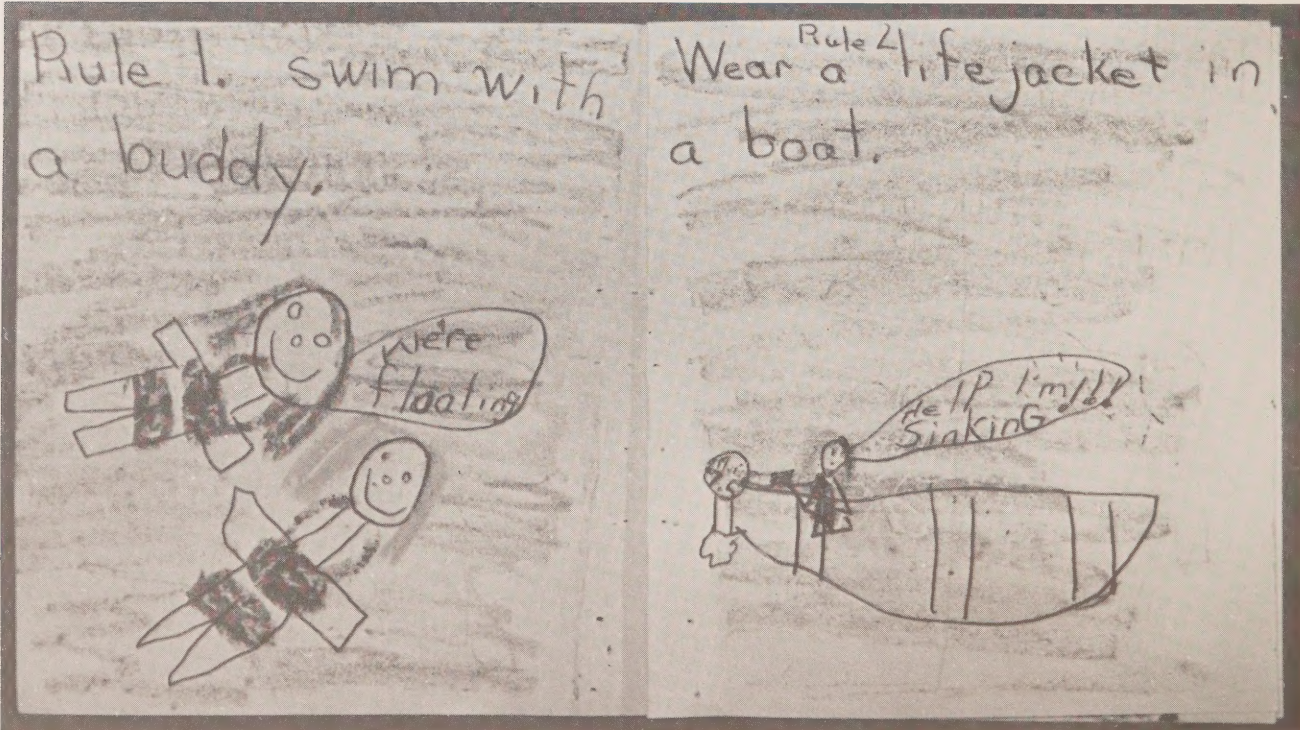
A variety of suggestions has been presented, from short-term, single-period activities to long-term developmental approaches. Teachers will need to plan role-playing, interviewing, and mock-trial techniques with the children to achieve the objectives and related outcomes expressed in the strategies.

Teachers should not regard these strategies as the only possible routes to the achievement of objectives; they should continue to develop their own activities and their own approaches to suit each student's needs and their own professional backgrounds.

Throughout the learning process, teachers should retain a co-ordinated balance between student input (inquiry, discussion, and so on) and teacher input (information, principles, and so on). Teachers should recognize stages of moral development as they lead children to "develop self-respect, respect for others, and respect for the rule of law". Teachers should analyse the matrix given on page 12 and study the related explanations before using any of the suggested strategies. Teachers and students should also understand the special meaning of certain terms in the context of the strategies and lessons; explanations are given on pages 10-11.

The following strategies and lessons have titles that relate to a block or blocks within the matrix, but they have not been designed to include all the ideas expressed therein.

<i>Lesson</i>	<i>Possible Blocks on the Matrix</i>
1. Personal Identity	Values/Self
2. Family Responsibilities	Responsibilities/Family
3. Group Interdependence	Values/Group
4. Do Schools Need Rules?	Rules/School Community
5. Responsibilities, Rules, and Controls	Responsibilities, Rules, Controls/Self, Family, School Community, and Civic Community
6. Respect for Property	Rules/Civic Community
7. Safety	Regulations/Civic Community
8. Community Property	Rules, Regulations, Laws/Civic Community
9. The Need for Laws	Laws/Civic Community and Provincial/National Community
10. Law Enforcement	Controls/Family, School Community, Civic Community, and Provincial/National Community



1. Personal Identity

Topic:

Who Am I?

Objective:

To have the student develop an increased understanding of self.

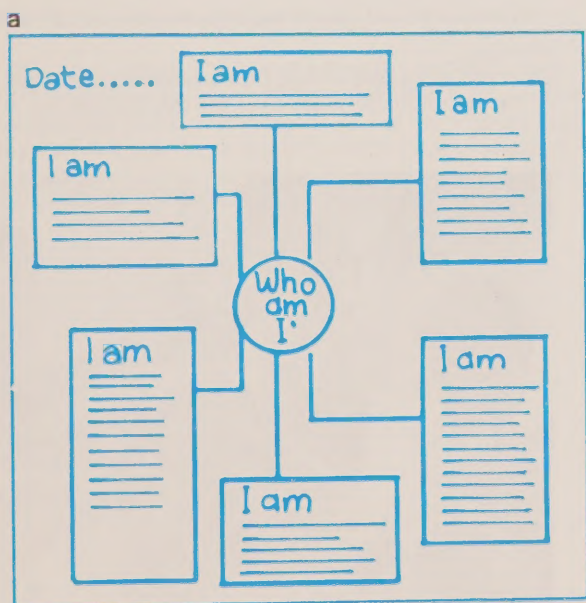
Related outcomes:

- Students should have an increased sense of personal worth.
- Students should gain an understanding of their different roles and relationships in society.
- Students should become aware of their personal potential for change.

Activity:

- This is a self-analysis approach. Allow approximately one hour for the first part of this activity and the same length of time twice more during the year.
- During the course of this activity, students may want to consult another individual (teacher or fellow student). This could be a beneficial exchange for all concerned. However, since this is essentially a private experience, it is likely that many students will not wish to share their personal thoughts and wishes. This should be respected.
- This approach may be adapted for use with other topics, such as work and study habits, self-discipline, and responsibility.

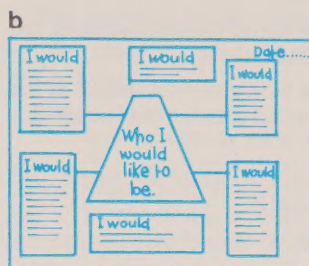
1. Through discussion, have students form a list of personal roles and relationships, such as *I am* . . .
 - the brother/sister of . . .
 - the son/daughter of . . .
 - the owner of . . .
 - a member of . . .
 - a citizen of . . .
 - interested in . . .
2. Have each student record the relationships that are relevant to him or her in a network diagram similar to (a).



3. Hold a discussion in which general feelings of self-satisfaction or -dissatisfaction may be expressed, for example:
 - How did you feel while doing the exercise?
 - Why do you think you felt that way?
 - Can people change? Why do you think so?

4. Have students complete a second diagram similar to (b), in which they describe plans and aspirations relating to self-improvement (*Who would I like to be?*). Finally, have students write short responses to questions similar to those on sheet (c):

- What do I hope to change?
- What am I going to do?
- What am I going to do differently?



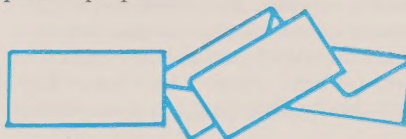
c

What do I hope to change?

What am I going to do?

What am I going to do differently?

5. Have students seal sheets (a), (b), and (c) in envelopes labelled with their names and store them for later use.
6. After an interval of two or three months, repeat step 2.
7. Distribute the envelopes so that each student may personally compare his or her previous ideas with present thoughts. Some students may find that their ideas have changed and may wish to show these changes on a new diagram (b).
8. Repeat storage procedures.
9. Repeat step 6, then distribute envelopes for comparison purposes.



10. Ask students to write a response to one of the questions on sheet (d). Following this, all written responses and diagrams should remain in the student's keeping.

d

Why have I changed?

Why have I not changed?

11. Hold a general discussion focusing on the idea of human potential for change, and consider questions such as the following:
 - What are some ways in which people can change?
 - What keeps people from changing?
 - What can help them to change?
 - Is it necessary to change?

2. Family Responsibilities

Topic:

Keeping Promises

Objective:

To develop the student's self-respect and respect for family ideals.

Related outcomes:

— Students should gain an increased awareness of how their actions affect others.

— Students should gain a better understanding of the responsibilities of family members.

— Students should gain a better understanding of the purpose of personal rules and standards of conduct.

Activity:

This is a role-playing approach. Allow approximately 60 to 90 minutes for this activity.

— Collect name cards following each role-playing activity.

— It is important to take time to *de-role* the players, since negative feelings may have been aroused by the actions of one of the "characters", and such feelings should not continue to be associated with the player who portrayed that part.

— Some teacher guidance and input may be required if the players are inexperienced.

— The role-playing approach may be used with other topics, such as manners, honesty, privacy, or classroom and playground behaviour.

Situation: Mark's family has a rule: "Never break a promise." Last week, Mark's father cancelled their plans to go to a hockey game for business reasons. Although he promised they would go to the next game, Mark's feelings were hurt. Yesterday, Mark agreed to deliver papers for his brother on the weekend; in the meantime he received a telephone call from his best friend, inviting him to a weekend sleep-over. Mark considers some alternatives: Should he tell his brother that he has changed his mind? Should he persuade his sister to deliver the papers for him? Suppose he were to discuss this problem with his family? What are some possible solutions?

1. Have the students discuss the roles and setting as follows:
 - a) Identify the characters by name, age, and sex.
 - b) Describe the feelings of each character.
 - c) Decide upon the setting: location, time, weather (make it come alive).
 - d) Consider the following questions:
 - Should Mark keep his promise?
 - Was his father justified in breaking his promise?
 - Should his sister agree to deliver the papers?
 - Is it realistic to have a rule such as "In this family we never break promises"?

2. Select role-players. One or more sets of players can be chosen. Make name cards for each player.
3. Suggest that the observers keep the following questions in mind:
 - Are the feelings of the characters projected clearly and consistently?
 - How satisfactory is the solution for each family member?
 - What suggestions or recommendations can you make?
4. Allow time for each set of players to work out a "solution". Choose one group to present (role-play) its solution to the rest of the class.
5. Have the students discuss the presentation. Involve the whole class in a discussion based on the questions in 3 above. Adaptations or new solutions should be offered after the discussions.
6. Present the situation again. One or more groups may follow the first one. Repeat step 5.
7. Following the role-playing activity and discussions, have students list their observations and conclusions regarding the keeping or breaking of promises. They may also discuss their own responsibilities in the family and how their actions can affect others.

3. Group Interdependence

Topic:

Co-operation City

Objective:

To have the student develop an awareness of the need for co-operation in solving a group problem.

Related outcomes:

— Students should become more sensitive to behaviour that contributes towards or obstructs the solution of a group problem.

— Students should have increased appreciation of the interdependence of group members.

— Students should gain respect for the abilities of others.

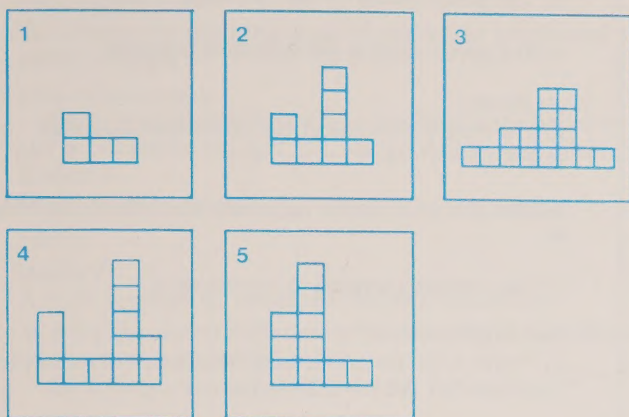
Activity:

This employs a non-verbal, problem-solving approach. Allow approximately one hour for this activity.

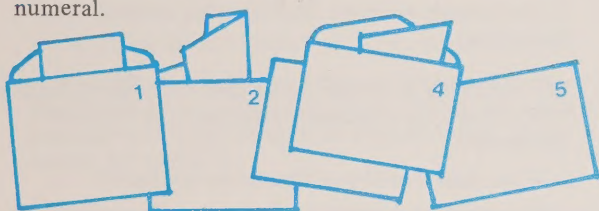


For each group of 5 students in the class:

1. Prepare 5 house plans on squared paper as indicated below:



2. Place each plan in an envelope marked with the same numeral.



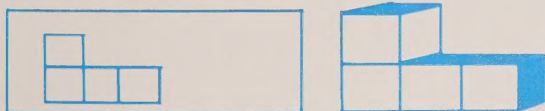
3. Collect 50 small wooden or plastic cubes as follows: 16 green, 12 blue, 10 orange, 8 red, 4 yellow. This will be enough to build the 5 houses with no cubes left over.

4. Distribute the cubes in each envelope as follows:

1	1 G	2	7 G	3	3 G	4	2 G	5	3 G
	4 B		2 O		4 B		2 B		2 B
	3 O		1 R		1 R		3 O		2 O
	2 R				2 Y		2 R		2 R
							1 Y		1 Y

5. Divide the class into groups of 5.

6. To set the problem, ask each group to imagine that they have been chosen to build a city. The task for each builder will be to construct a house (in *one* colour) that matches the plan he or she will receive in the envelope; for example:



7. Give an envelope to each member of the group.

Note: There must be a set of plans and cubes for each group.

The following instructions should be given to the students:

- No group member may speak.
- No member may ask another member for a cube or in any way signal to another person to request one.
- Members may not *take* cubes, but may voluntarily *give* them to other members.
- Cubes may not be placed in the centre for others to take.
- Houses must be built of *one* colour only and must match each plan.
- The task is not complete until the whole city has been built, i.e., until *each* member of the group has a house of one colour that matches his plan.

It is possible to build up to four houses with mismatched colours and plans, but there is only one set of colour/plan combinations that will build all five. It is essential that the students be allowed to discover this on their own.

8. Upon completion of the cities the following questions can guide discussion:

- What emotions were felt when giving pieces away?
- Why did some people stop participating?
- What emotions were felt when giving a completed house away?
- Why is there a need for group co-operation?

The students could discuss the reasons for the length of time it took to complete the task and how this could be improved upon. Following this discussion the game should be played again, with each member of the group receiving a different envelope.

4. Do Schools Need Rules?

Topic:

Rules of the Game

Objective:

To help the student understand that the school community is a unit in our society that needs rules and regulations.

Related outcomes:

- Students should realize that they are part of the school community.
- Students should recognize that schools function as organizational systems with rules and regulations that, ideally, meet the needs of children and society.
- Students should come to realize that rules work best when they are the product of group participation and discussion.

Activity:

1. The teacher divides the class into groups. Each group is given the title of a new game that has no rules or directions, e.g., Wizard, Pot-of-Luck, Chews-a-Word, Bowl-'em, The Prize Is Right, etc.
 - a) Have each group decide how the game is to be played and formulate rules.
 - b) Each group presents its new game, with its accompanying rules, to the class.
 - c) Lead the children to the realization that rules are necessary and serve a purpose.
2. Have the children list rules that exist in the school and in the classroom.
 - a) Allow the students to express their feelings about these classroom and school regulations.
 - b) Discuss the effectiveness of these rules.
 - c) Select a classroom rule. Reverse it for a span of time. Discuss what effects this had on the classroom environment.
3. Divide the class into four groups. Ask each group to select and describe the characteristics of one of the following: a good student, a good principal, a good teacher, or a good school.
 - a) One member from each group presents the characteristics, the rest of the class express their agreement or disagreement.
 - b) Acceptable characteristics in caption form could be displayed in rays around illustrations depicting a student, a principal, a teacher, or a school.

5. Responsibilities, Rules, and Controls

Topic:

Identifying Some Responsibilities, Rules, and Controls

Objective:

To enhance the student's ability to distinguish among responsibilities, rules, and controls.

Related outcomes:

— Students should be able to identify and discuss in general terms the concepts “responsibilities”, “rules”, and “controls”.

— Students should be able to recognize the values that cause responsibilities and rules to be accepted.

Activity:

The teacher should discuss the terms “responsibilities”, “rules”, and “controls” before the activity is carried out by the students. (Refer to page 11).

In the space provided, have the students complete the following statements:

1. *Myself*

a) I have accepted the following responsibilities:

in my personal life:

in school:

at home:

in the community:

b) I am aware of a rule that applies to me:

in my personal life:

at school:

at home:

in the community:

c) I am aware of a control that is imposed on me:

in my personal life:

at school:

at home:

2. *My Friends*

a) A group that I belong to accepts responsibility for:

b) The group abides by the following rules:

c) The group accepts the following controls:

3. *At Home*

a) The people who live at our house have accepted responsibility for:

b) One rule that applies to people who live at our house is:

c) One control accepted in our house is:

4. *Our Neighbourhood*

a) People who live in our neighbourhood have accepted responsibility for the following:

b) Our neighbours follow these rules:

c) Our neighbours have the following controls placed upon them:

The following activities can be used for class discussion:

— Why have the responsibilities, rules, or controls developed?

— What rules would you like to see changed?

— What values may have caused the various responsibilities, rules, and controls to develop?



6. Respect for Property

Topic:
Vandals and Victims

Objective:

To develop the student's sense of respect for private and public property.

Related outcomes:

- Students should become more sensitive to the personal and social implications of acts against private and public property.
- Students should be better able to empathize with others.

Activity:

A theft or an act of vandalism has been committed.

- a) Have the students discuss the theft or act of vandalism with reference to the following:
 - the feelings expressed by the victim
 - the culprit's reasons for his actions
 - how they might feel in the place of the victim or culprit
 - the wrong done to society by the act committed
 - the difference between a creative personality and a destructive personality (e.g., which of the two types of personality is of more value to the individual, to his family, to society?).
 - b) Suggest that the theft or act of vandalism be presented in:
 - skit form
 - a news broadcast
 - a newspaper article
 - a letter to the editor
 - a mock interview with the victim or the culprit.
 - c) Have the students use examples from newspapers, magazines, or their own drawings and their own personal experiences to illustrate what respect for property means to them.
- a) Hold a mock trial within the classroom, choosing any issue that involves property damage to home, school, or community.
 - b) Have the students compile an ongoing class file pertaining to acts of theft and vandalism that have occurred in the community. After a period of time, ask the pupils to graph their findings as a group under such headings as Thefts, Personal Vandalism, School Vandalism, Community Vandalism, etc. Encourage the students to interpret their graphs.

7. Safety

Topic:
Those Who Help Keep Us Safe

Objective:

To have the student develop a positive attitude to people in authority.

Related outcomes:

- Students should be able to identify people who help to keep them safe on the roads and in traffic areas.
- Students should understand that their freedom may be restricted for their own safety.
- Students should become more aware of their responsibility to follow directions and to respect those who want to help them.

Activity:

The students react to specific familiar situations in which someone is in a position of authority.

1. Instruct the students to describe their experiences in similar situations and how they felt towards the person giving directions.

Situation	My similar experience	My feelings towards the person in authority
1. An adult directing children to stop playing on a bus roadway		
2. An adult school safety guard stopping a long line of heavy traffic		
3. A bus driver stopping some children from fighting on his bus		
4. A student safety patrol guard directing adults to wait for the traffic along with children		
5. A ski-patrol member helping a skier to get "safety straps" properly attached to his skis		
6. A swimming guard taking away an inner tube from a swimmer at a busy beach		
7. A policeman directing automobile traffic to drive slowly past a serious highway accident		

2. Discuss the following questions with the students:
 - What is common to all these situations?
 - What social responsibility is exemplified in each situation?
 - What responsibilities have you encountered in your own experiences?
 - What rules or laws are you familiar with in each situation described?
3. Place the students in small groups and have them share their experiences.
4. Have the students explain their personal feelings and try to generalize about other people's attitudes towards those in authority.



8. Community Property

Topic:

Vandalism in the Community

Objective:

To develop the student's respect for community property and an awareness of the laws concerning it.

Related outcomes:

- Students should develop an increased appreciation of their role in the community.
- Students should become more aware of the cost of vandalism to their own family.
- Students should develop an increased respect for other members of the community, especially those in authority.

Activity:

This is a group investigation approach. Allow approximately 45 minutes per day over a period of 2 weeks for a full investigation of this topic.

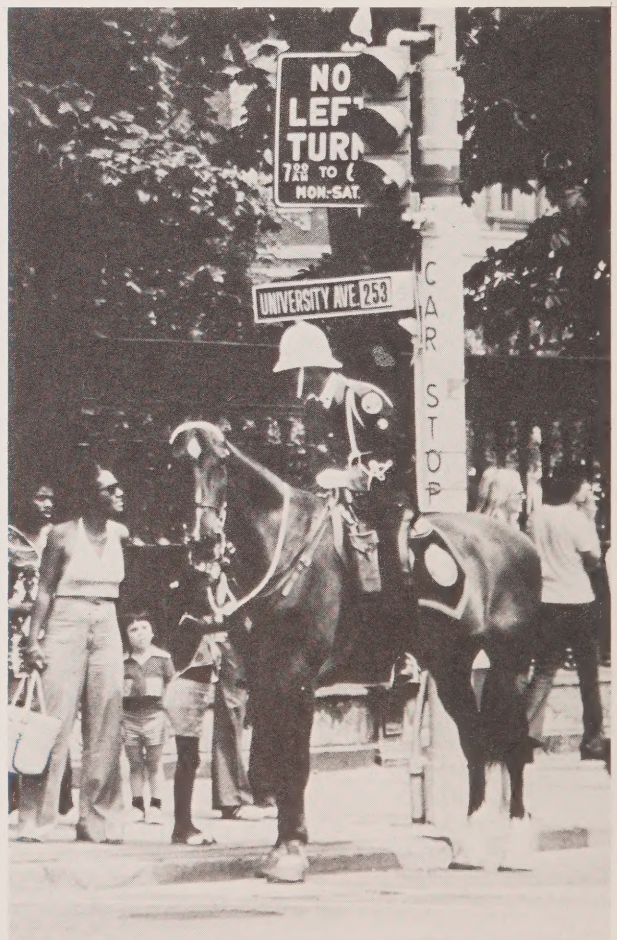
Note: The group investigation approach may be used with other topics, such as pollution and noise control, the judicial system, and land use.

1. Have students establish the topic and choose resources.
 - a) Students should choose the topic from a relevant newspaper article or incident.
 - b) Have students identify and list resources through:
 - interviews with police officers, lawyers, probation officers, civic leaders, and schoolboard officials;
 - studying community by-laws;
 - brainstorming in class.
2. Have students identify related issues and problems. The class as a whole can contribute to a list of questions on the topic, for example:
 - How common is vandalism in the community?
 - What are the causes?
 - What is the cost to the community in terms of money, human factors (deprivation, inconvenience), and hidden consequences (insurance, tax rate, changes in the concept of community facilities)?
 - What controls exist? How can students help?
 - How can students help to maintain community property (within the classroom, school, community parks, and playgrounds)?

After discussing the complete list, the class should select particular issues that they wish to explore.

3. Have students form hypotheses around the issues. For each issue chosen, one or more hypotheses are formed, for example:
 - "We think we have very little vandalism in our community."
 - "We think vandalism is common in our community."
4. In relation to each hypothesis, teacher and students discuss what information will be needed and which sources will be most appropriate.
5. Help students to organize the information in one of these ways:
 - a) With the *whole class*, decide on the order for dealing with the issues and assign research tasks; or
 - b) With *small groups*, have each group choose an issue to investigate and divide the research tasks among the members.
6. Have students collect and co-ordinate the information. After researching the topic using the sources available, the students should record each piece of evidence on a separate card or sheet of paper. The information is then classified according to whether it supports or does not support the hypothesis.

Supporting evidence	Non-supporting evidence
a)	a)
b)	b)
c)	c)
7. Have students draw conclusions. From the evidence gathered, the students should draw conclusions about the validity of the hypotheses and then make recommendations. Where it is impossible to draw conclusions, some discussion of the reasons for this may be necessary.



9. The Need for Laws

Topic:

Law Is All Around Us

Objective:

To help the student develop an awareness of the function of law in everyday living.

Related outcomes:

- Students should develop an awareness of the way laws are intended to serve society.
- Students should understand the nature and function of law.
- Students should recognize how laws can protect as well as punish.

Activity:

The topic is explored through class discussion.

1. A class discussion should raise the following issues:
 - a) How laws influence our daily life:
 - School or work schedules regulate our lifestyles.
 - School attendance is compulsory.
 - Consumer products are subject to inspection.
 - Medicines must be approved.
 - Traffic safety laws regulate our means of transportation.
 - School expenditures are regulated by law.
 - Dwellings must conform to building codes.
 - Wearing apparel is governed by manufacturing standards.
 - Recreational activities are affected by laws.
 - b) What life would be like if there were no laws:
 - What might happen?
 - What conflicts might arise?
 - Would there be school?
 - What would happen if no traffic regulations existed?
 - What controls would combat criminal offences?
 - c) The advantages or disadvantages of law.
2. Encourage the students to do research projects on such topics as local traffic laws, regulations for buying and selling cars, and food and drug restrictions.
3. Have pupils select newspaper articles pertaining to laws and regulations. Discuss the articles in groups. Display articles on the bulletin board or in booklet form to illustrate "Laws Everywhere".
4. Organize a skit or pantomime entitled "Name the Law". Have students identify and explain the law portrayed.
5. Debate "The Value of Laws".

10. Law Enforcement

Topic:

The Function of Punishment

Objective:

To have the student develop an awareness of the forms and functions of punishment.

Related outcomes:

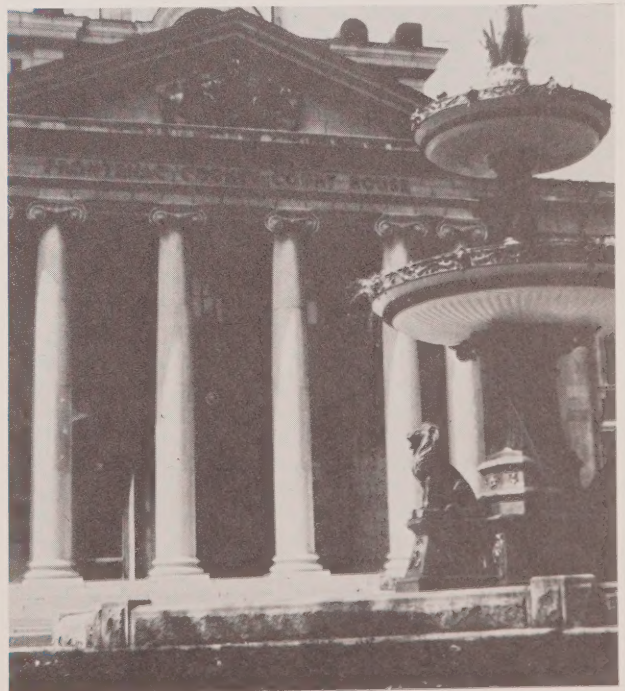
- Students should become aware that punishment must be appropriate to the crime.
- Students should recognize the difference and distinguish between breaking simple rules and committing serious offences.
- Students should understand the difficulties inherent in determining the appropriate punishment and why they may not always be the same in all situations.

Activity:

This is a group activity for four (or two) groups.

1. Divide the class into four groups and have two of the groups prepare three examples of each of the following:
 - rules in the classroom
 - rules in the school
 - rules in the home
 - rules in the neighbourhood or play areas.
2. The other two groups record three examples of each of the following:
 - laws related to traffic control
 - other laws to protect the safety of individuals
 - laws designed to protect a buyer
 - laws related to serious crimes.

Note: The rules and laws should be described in positive statements.
3. Have the two groups exchange their lists. Have each group describe a suitable punishment for those who do not obey the rules or for those who intentionally break the laws.
4. Have a discussion on the punishments chosen; have the class try to reach agreement on suitable punishments.
5. Have students investigate who actually decides the punishment for each of the examples submitted. During the discussion, develop a distinction between "rules" and "laws".
6. Debate the statement "Punishment must always suit the crime."



The Matrix: From Values to Laws

The matrix on page 12 demonstrates that in order for individuals and their complex social relationships to survive, society requires an acceptance of values, responsibilities, rules, regulations, laws, and controls.

Children in the Primary and Junior divisions should become aware of laws and the legal process by investigating their own values and by developing a feeling of self-worth and respect for others — the family, the group, the school, and the larger community.

This awareness of the legal system and the need for laws should evolve. Children should come to recognize and experience their relationships in a larger social context and realize that laws exist for their protection and the protection of what society holds to be of value.

Ideally, if laws are good and if they respond to the changing needs of society, they are not negative or destructive. Laws ought to be positive and they should exist to assure freedoms and rights.

Relationships

The matrix should help the teacher to make children aware of some of the relationships that they encounter in their social environments. The relationships chosen for the matrix are in ascending order of awareness from the children's early years — the self, the family, the group, the school community, the civic community, and the provincial/national community. Children should be led to an understanding of these relationships and should recognize the respect they must pay to each if they are to function as members of society and to co-exist peacefully with others.

Social Needs

Individuals have basic values which normally influence personal actions. When individuals form themselves into groups or social institutions, the institutions may take on some of the values of the individuals that form the institutions. As a result, the institutions or larger communities may also act in a predetermined manner.

Children should come to realize that many of their values are formed because they are part of a family and because they live in a complex society with other institutions that have a significant influence on them. For example, children in the Primary and Junior divisions may reflect their parents' values and the values of other groups with whom they interact.

In order for individuals, families, groups, and larger communities to function for the betterment of themselves and society, social needs dictate the acceptance of certain values or life goals. Responsibilities must also be accepted and common rules developed and agreed upon. Society will normally develop regulations and laws to protect the values and institutions that individuals have created for their own happiness, welfare, and protection. Just as individuals need self-controls, society, because of its needs, has developed a progression of controls ranging from simple controls to the very complex legal system designed to protect our way of life.

The Matrix as an Aid to Lesson Preparation

Throughout the Primary-Junior years, concepts described in the matrix should be developed within the content area that is most suitable and at the time deemed most appropriate by the teacher.

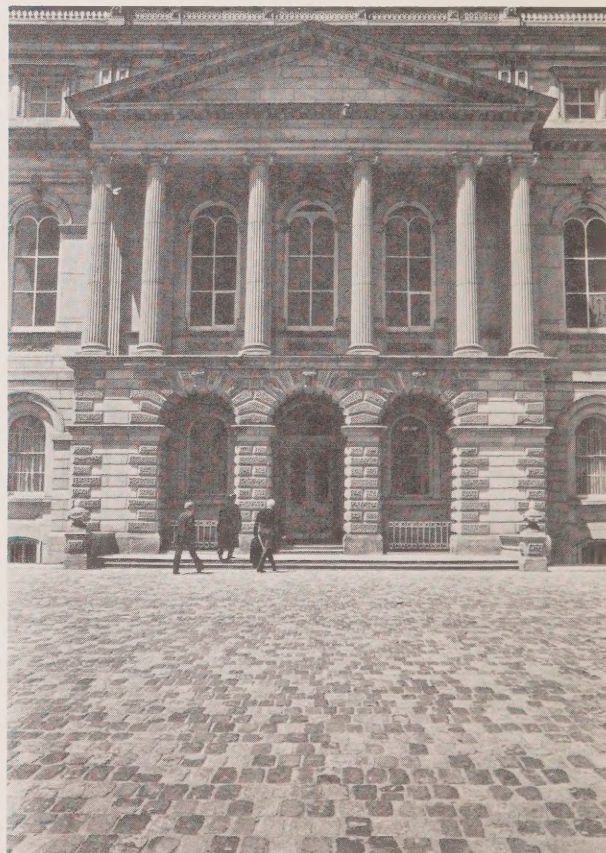
The content is by no means complete. Each idea is a guide for the teacher and can serve only as an illustration of what can be developed into a lesson or activity for the students.

There will have to be agreement and understanding between teachers and students about "social needs" and the kinds of "relationships" students will encounter before meaningful activities can be carried out within the classroom.

The concept of respect is one term that the teacher should explore with the class. The teacher could develop a similar matrix with information provided by the children to clarify or reveal their understanding of respect.

Understanding Terms

The meaning of the concepts and terms used throughout this document may be difficult for the children to comprehend. To assist the teacher and children in this regard, an explanation is offered for *values, responsibilities, rules, regulations, laws, and controls*. Some educators may not agree with our explanations; however, we feel that the following explanations are adequate for Primary-Junior children. Students and teachers should continually search for clearer explanations in order to better clarify the terms used.



a) *Values*

Individuals and institutions will normally act in a manner consistent with the values they consider important. Students will develop responsibilities and attitudes towards rules, regulations, laws, and controls in accordance with their value systems. For this reason, it is preferable for children in the Primary and Junior divisions to begin their study of the legal system by investigating some of the basic values held by individuals, institutions, and the society of which they are members.

For our purposes, a value can be described as a quality of life that the individual and/or society considers important as an ultimate goal of existence or as a principle of conduct.

The teacher should provide students with the opportunity to develop a body of knowledge dealing with values and a set of attitudes, concepts, skills, principles, and procedures that will make it possible for them to deal effectively with value issues as they confront them in their life experiences. Students will need a working understanding of the concepts that govern the relationship between the individual and society. Such concepts include the dignity of man, freedom, justice, equality, empathy, loyalty, and law.

In order to develop a clearer understanding of social needs, students should be encouraged to measure the merits of their values against what is both personally and socially constructive. Individuals should develop not only self-knowledge, but also the necessary skills and the tendency to reflect upon the consequences that their actions will have for others.

b) *Responsibilities*

A society seeks to meet social needs and to achieve social order through the use of rules, regulations, and laws. At the same time, a society or community must rely on its members to accept responsibilities in regard to these rules, regulations, and laws, in order to accomplish the desired social order.

A society requires its members to be responsible in the pursuit of their personal goals through positive actions or often by self-restraint. It relies on individuals who are responsible enough to care for their fellow human beings. Individuals must understand the objectives behind the rules, regulations, and laws; to achieve these objectives, they should be responsible enough to comply with them. Those who do not care for themselves or their fellow human beings or who disregard rules, regulations, and laws designed to protect the community are considered to be irresponsible.

Responsibility is an integral part of a free society. If responsibility for one's actions is taken away from the individual and turned over to others, it is an admission that the individual cannot or should not control his own destiny and is, therefore, not free. In other words, there is a direct relationship between freedom and responsibility; a person's freedom is limited to the extent to which his responsibilities are limited.

Not only is the concept of responsibility basic to the maintenance of a relatively orderly and free society, but it can also contribute to the socialization of society's members and to the sense of self-worth of each member. For example, when a child performs an action responsibly, he will receive credit for it, and that credit may add to his feelings of importance, his sense of self-esteem.

c) *Rules*

In our homes, schools, and in society, there are rules for conduct and behaviour. These rules can be decided upon by the family, by students, by teachers, or by others. Rules develop over the years as people learn to live with each other and to demonstrate respect for one another.

Rules are not normally written down or used in a formal situation such as a court of law, but they may be enforced by parents, teachers, neighbours, and other people in positions of authority. They are intended to impose order and control where lack of control would lead to chaos or unfair advantage. Our society has accepted forms of behaviour that can be considered rules but are not enforceable as written laws. Rules are often self-imposed as in a team game, children's games, recreation, social events, and customs.

d) *Regulations*

A regulation is a more formal (usually written) extension of a rule; it can be a clarification of a law. Generally, regulations are imposed on us by an outside agency or regulatory body.

Various sports have leagues or associations that make regulations to assist the sport on a provincial or national scale. Fines are imposed to control the activities of players and for infractions of the regulations of the association. Some school regulations are imposed by the school board or fire marshal for the safety of those in the school.

e) *Laws*

Provincial and federal levels of government make formal laws by passing acts in the Canadian Parliament or in the legislative assembly of each province. Once our elected members pass an act, it becomes law. Very often further regulations are prepared to clarify the law and make it acceptable in the many situations in which it may have to apply.

A town, county, or regional council will pass by-laws for its own jurisdiction which must not be contrary to a law passed at the provincial or federal level. Laws may be challenged and tested within our courts, where judges will rule or make a "decision" on the application of the law in particular circumstances or "cases".

f) *Controls*

Individuals adopt forms of self-control or self-discipline that allow them to behave in a manner consistent with their values and life goals. Institutions and communities create sanctions and controls that protect their interests and goals. Controls may be formalized by law and enforced by legal authorities or they may be informally defined, acceptable forms of behaviour developed for the benefit of all the community.

A society as complex as ours will include individuals and institutions that may act in a manner that can injure its total well-being. In some instances, the exercise of freedoms is tempered by social pressures, moral or ethical considerations, and self-discipline. Controls are necessary if society is to enjoy relative harmony and freedom from conflict and injustice.

Individuals and institutions need to have a sense of security and the knowledge that their freedoms will be protected. They must be assured that these rights are not infringed upon by more powerful forces.

Children should come to the awareness that the community in which they live has established controls to benefit the individual as well as society.

Ideally, controls should be a positive force, permitting individuals and groups to maintain their values; to carry out their responsibilities; to follow their rules and regulations; and, through their rules, regulations, and laws, to bring justice to their social relationships.

THE MATRIX

Relationships

Respect for	Self	Family	Group	School Community	Civic Community	Provincial/National Community
Values	self-worth heritage moral standard life goal	love unity individual worth cultural heritage	friendship integrity mutual purpose interdependence	knowledge and skills proficiency and competence personal relationships uniqueness of the individual	personal property and privacy safety and recreation tolerance community pride	divinity of man national heritage unity democracy
Responsibilities	self-direction personal development personal hygiene work and study	mutual concern and care making decisions setting examples providing educational needs	perpetuate itself further the group goal provide for individual contributions encourage co-operation	maximum student effort mutual respect desirable attitudes working with parents	concern for neighbours' interests citizens' involvement health protection conservation and land use	national security citizens' rights national welfare making laws
Rules	promptness manners personal ethics fulfilment of ambitions	privacy and property shared tasks culture and religion social functions	communication obedience etiquette process of play	mutual help classroom and playground behaviour student protection classroom environment	property rights social conduct pollution and noise control voluntary groups	observance of tradi- tional customs and holidays environmental controls availability for employment business and professional activity
Regulations	religious activities and traditions personal conduct and obligations health care and dress personal wealth	housing controls religious practices available income health standards	constitution and by-laws members national association time and/or finances available	curriculum school board parental influence school year/school day	recreation and park land business and trade practices safety and protection town planning	consumer protection voting procedures citizenship and language rights traffic control
Laws	personal abuse rights and freedoms privacy personal safety	marriage family welfare child care separation and divorce	contract government control legal status professional code	the provincial educational system compulsory attendance teacher qualification education finance	elected representatives establishing local by-laws assessment and property tax police protection	social welfare criminal and civil offences taxation trade and commerce
Controls	personal moral code cultural and religious background personal discipline personal goals and evaluation	parental authority home environment community resources discipline and privileges	removal or suspension loss of charter public demand internal or external pressure	budget and resources teaching personnel teacher federation and administrators community involvement	fines, arrest, and detention culture and tradition social and neighbourhood associations municipal, regional, and provincial laws	legislation law enforcement system judicial system penal system

Social
Needs